



School of Politics Philosophy and International Studies

**Module Handbook
2014/15**

**Hate, Violence and Pornography: Legal, Political and
Ethical Considerations**

Module No:	30213
Level:	6
Semester:	1
Credit Value:	20
Module Leader:	Prof. Raphael Cohen-Almagor
Pre-requisites:	None
Co-requisites:	None
Post-requisites:	None
Anti-requisites:	None
Total Contact:	11 x 2 hour weekly seminars
Assessment:	1 presentation in class (20%) 5,000 word essay (80%)
Staff contact:	(Tel) 01482 465024 (Email) R.Cohen-Almagor@hull.ac.uk (Web) http://ebridge.hull.ac.uk/

This handbook is available in alternative formats on request from the School

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PLEASE NOTE: this Module Handbook should be read in conjunction with the *School of Politics, Philosophy and International Studies* (hereafter *PPIS*) *Assessment Guide* (or *Green Book*), the relevant *University Programme Regulations* and the *PPIS Student Handbook* (or *Blue Book*).

The *PPIS Assessment Guide* (or *Green Book*) can be downloaded from the School eBridge site. All PPIS students will be given paper copies and alternative formats can be requested from the School Office.

For *University Programme Regulations* see:

<http://www2.hull.ac.uk/administration/policyregister/qualityhandbook/sectionb.aspx>

The *PPIS Student Handbook* (or *Blue Book*) is available from the School eBridge site. Alternative format copies can be requested from the School Office. The *University Student Handbook*, containing broadly similar but non-PPIS-specific information, is available online at <http://www2.hull.ac.uk/student/studenthandbook.aspx>

It is your responsibility to ensure that you are fully acquainted with all of the requirements set out in this handbook and in the associated documentation.

PLEASE NOTE: The School of PPIS operate a policy of continuous quality enhancement, reflecting on the previous year's practice and specific feedback such as that gained through the Staff-Student Committee. This is intended to ensure that the School provides the highest quality student experience possible. The School is, on occasion, also required to amend its policies to ensure that they are fully compliant with University regulations and Faculty guidance. Students are advised to ensure that they consult that the Handbooks and Regulations they consult are the up-to-date versions.

1. GENERAL OUTLINE AND AIMS OF THE MODULE

This module explores possible boundaries to freedom of expression. It highlights John Stuart Mill's Harm to Others Principle as well as the Offence Principle: Can we say that sometimes, the harm or the offence brought about by a certain speech constitutes such an injury that it cannot be tolerated? More specifically, the question is: Under what conditions preventing offence can provide adequate grounds for limiting freedom of expression. Attention will be given to examples taken from the United States, Canada, Britain and Israel. We will touch upon controversial expressions such as racism; hate speech; incitement; true threats; media coverage of terrorism; violence on TV and in songs and the movies; cyberbullying; hard core, soft core, and virtual pornography.

2. LEARNING OUTCOMES

By the end of the module students should:

- have acquired a good appreciation of and ability to assess critically the main theoretical and practical aspects (e.g., Mill, Feinberg) underlining the importance of free expression in democratic life;
- understand complexities related to freedom of expression and in its limits in the UK and other democracies
- examine the increasing role of the Internet in our lives and how it has been abused;
- have a thorough grounding in and sound knowledge of the conceptual and political debates relating to freedom of expression in a number of countries;
- have developed a basic understanding of how to research materials relating to the study of freedom of expression.

3. METHOD OF TEACHING

Teaching will be by way of weekly seminars conducted of 2 hours by Professor R. Cohen-Almagor. Seminar papers, each of approximately 20 minutes duration, will be presented in each session. Presentation topics will be allocated at the beginning of the semester. All students will present at least one paper.

Attendance at all classes is compulsory unless otherwise advised and will be monitored accordingly. Students are also required to attend punctually. Failure to attend classes as required may have implications for a student's progression. Further details regarding the relevant University regulations can be found at http://www2.hull.ac.uk/administration/leap/quality_standards/quality%20handbook/section%20k.aspx and in the *PPIS Student Handbook* (or *Blue Book*).

Students can inform the School Office of reasons for absence at ppis-absences@hull.ac.uk. Be advised that relevant documentary evidence, e.g. a letter from your GP, might be required in appropriate circumstances in support of any reasons given.

4. ESSAY TITLES

Choose one of the following titles:

1. How does the United Kingdom address the challenge of religious incitement both on and off line?

2. Should the United Kingdom restrict the English Defence League's (EDL) marches and gatherings?
3. Are the UK's restrictions on network terror-and-crime-facilitating speech on the internet sufficient?
4. Should there be restrictions on violent video games?

5. Essay Deadline: 12.00pm (noon), 16 December 2014.

6. Class Presentations

Each student must make at least one assessed tutorial presentation. Presentation topics are indicated in Section 8 of this module handbook and will be decided upon during the first tutorial session.

Each tutorial presentation should be **20 minutes long** and must be accompanied by a **one-page summary** to be prepared before the session. Copies of the summary must be handed out to the tutor and all students present at the beginning of the tutorial.

Assessment of the work shall be based on content as well as presentation of the work (oral as well as written summary). **Presentation dates and topics can only be changed with the explicit agreement of the tutor.** In such circumstances the student is responsible for finding another student willing to switch with them. Failure to present your agreed tutorial paper (without valid excuse) at the appointed date and time will result in a mark of zero for the assessment. It should also be noted that failure to meet the specified module requirements relating to assessed tutorial presentations may result in denial of the right of reassessment for the module.

- NOTE: This module's eBridge site provides specific guidelines on how presentations for this module should be made. These guidelines will be applied when presentations are assessed and so it is essential that you acquaint yourself full with them.

7. LECTURES

1. Introduction to Hate, Violence and Pornography
2. Why Speech Enjoys Special Status?
3. Boundaries to Freedom of Expression
4. Offensive Speech
5. Racism
6. Hate Speech
7. Incitement
8. True Threats
9. Violence in Music and the Media
10. Pornography
11. Looking ahead: Media Regulation?

8. ReadingLists@Hull

From September 2014 module reading lists will be available online. You can access your reading list directly from within the appropriate eBridge module site or by searching by module name or module code on:

<http://readinglists.hull.ac.uk>

Definitions of levels of reading recommendation as used in ReadingLists@Hull

The following definitions for levels of reading recommendation for items on reading lists were agreed in the Summer of 2014. Tutors have been asked to adopt these standard levels of recommendation and over the next academic year you will start to see them on reading lists. The Library will refer to these levels of recommendation in determining the likely demand for access to the listed books, and that will influence the number of copies purchased for the Library and the loan period.

Suggested for student purchase

Students will need to refer to this resource throughout the module and possibly subsequent modules, and may therefore find it useful to own a copy. Items suggested for student purchase will be provided by the Library.

Essential

These resources are key to the module. Students need to use them to support their understanding of the topics and themes covered by the module. Essential resources will also be provided by the Library.

Recommended

These are supplementary resources which expand on the topics and themes found in the “Suggested for purchase” or “Essential” reading material. Recommended resources will also be provided by the Library.

Background

Students with a desire to research the topic more fully may wish to consult these resources but will not need to do so to pass the module. These resources will normally be provided by the Library. In some cases students may need to approach their department for guidance on how to obtain access through other routes.

PPIS is directing students to the online version of their reading lists to ensure students can access the most current and accurate version.

9. TIPS ON PREPARING FOR SEMINARS AND TUTORIALS

In preparing for seminars and tutorials you should note the following points:

- The reading material in this reading list is split into two basic categories. Firstly, a number of **core texts** are listed. These **should be referred to throughout the module, prior to the reading listed for each tutorial**. Rather than single out a particular text for purchase, it is recommended that you coordinate your purchases with friends/other students in your tutorial group or with whom you otherwise study. This way, in preparing for tutorials, you will have immediate access to a wider range of material.
- In addition to core texts, **specific texts** are listed for each tutorial topic. The literature listed here **does not constitute an exhaustive reading list**. Students should use their initiative in preparing for classes; use the library’s computer system to search out material and in particular refer to the extensive range of journals available.
- When referring to books **use your common sense**. For guidance this reading list often cites specific book chapters, but many of the books referred to will have been published in a number of editions and in each edition chapters may have changed. For this reason it is important that you use the chapter references for guide purposes only.
- **Consider your fellow students**. Inevitably library resources are not infinite; we don’t have a copy of every book for every student. Do not take books out of the library and have them sitting, unused, in your room while others strive to get hold of

them. Photocopying requisite chapters and returning the book immediately to the shelf maximises access for others. This method also allows you to write on or highlight the photocopied text without damaging the original copy.

- **When using electronic resources you must be discerning.** Many recognised, refereed journals are now available on-line and these are an invaluable resource. At the other end of the scale is a vast array of material posted by people who know little if anything about the topic on which they have chosen to write. So it is crucial that you remember that anyone can post anything; see, for example, my guide to open-heart surgery!
- **Some of the material you are asked to read is difficult.** The language used and arguments forwarded are often complex. **Don't be afraid!** You won't understand everything that you read, but then, if it were that simple, people wouldn't be able to build careers arguing about the issues raised.
- Finally, remember that the key in preparing for tutorials is that you should be able to make a worthwhile contribution to the topic of debate. You may find it advantageous to work in groups in preparing for tutorials (though work on essays should be yours and yours alone!) as discussing matters in this way can often help clarify them. Group working also allows for the division of labour, hence maximising the amount of material you can cover, and the sharing of books etc. Whichever working practice you adopt, it is not necessarily expected that you read everything listed, but it is expected that you **read something!**

10. YOUR RIGHT OF APPEAL

You have the right to appeal against decisions taken regarding your academic progress, including the award of a qualification. You may not, however, appeal against academic judgement. For further information see:

<http://www2.hull.ac.uk/student/studenthandbook/academic/academicappeals.aspx> .

Impartial advice on appeals is available from the Students' Union Advice Centre (details available at <http://www2.hull.ac.uk/student/studenthandbook/support/advicecentre.aspx>) or from the Senior Tutor responsible for students within the School of Politics, Philosophy and International Studies, Mrs Christine Murphy, who can be contacted on C.Murphy@hull.ac.uk.

11. MODULE EVALUATION QUESTIONNAIRES

At the end of each module students have the opportunity to fill in a Module Evaluation Questionnaire, through which they feedback on the respective module. This provides staff with valuable information to consider when reviewing their modules. Below you will find a summary of the feedback received for this module last year, accompanied by the module coordinator's response.

An MEQ report for this module, drawn from feedback from the last academic session in which this module was taught, is being processed and will be added to this Module Handbook by the Module Coordinator/Convenor no later than noon on Monday 10 November 2014.

READING LIST

The most important readings are:

J.S. Mill, *On Liberty*.

R. Cohen-Almagor, *Speech, Media, and Ethics: The Limits of Free Expression* (New York and Houndmills: Palgrave, 2005).

R. Cohen-Almagor, *The Scope of Tolerance* (London and NY: Routledge, 2006).

Items in **BOLD** *infra* are compulsory. The rest are optional but it is expected that class presenters will relate to the optional readings in their respective presentations. The optional material is designed to help you in the writing of your essays.

Schedule of Sessions

Each session will be opened with a short introduction by Prof. Cohen-Almagor. Each week one or two students will then deliver a 20 minutes' presentation summarising the week's reading and relating to issues and questions outlined below. Further details will be distributed and a schedule drawn up in the first session.

The topics for the following sessions are as follows:

Week 2:

Why Speech Enjoys Special Status?

Arguments for freedom of expression;
The absolutist school;
Scanlon's theory and its Critique;
The Millian Harm Principle;
Critique of readings.

Aharon Barak, "Freedom of Expression and Its Limitations", in Raphael Cohen-Almagor (ed.), *Challenges to Democracy: Essays in Honour and Memory of Isaiah Berlin* (London: Ashgate Publishing Ltd., 2000), pp. 167-188.

Raphael Cohen-Almagor, *The Boundaries of Liberty and Tolerance* (Gainesville, FL: University Press of Florida, 1994), chap. 5.

Further reading:

* Frederick Schauer, "The Cost of Communicative Tolerance", in R. Cohen-Almagor (ed.), *Liberal Democracy and the Limits of Tolerance* (Ann Arbor: University of Michigan Press, 2000), pp. 28-42.

* R. Cohen-Almagor, "The Scope of Tolerance and Its Moral Reasoning", in *The Scope of Tolerance* (London and NY: Routledge, 2006), chap. 1.

Week 3:

Boundaries to Freedom of Expression

Mill's theory: freedom of thought, of speech, and of action;
Limits to free expression;
The Millian Truth Principle;
Respect for others;

Critique of readings.

J.S. Mill, *On Liberty*, chaps. 1, 3, 4, 5.

Further reading:

* Joseph Raz, "Autonomy, Toleration, and the Harm Principle", in Susan Mendus (ed.), *Justifying Toleration* (Cambridge UP., 1988), pp. 155-175.

* Joel Feinberg, *Harm to Others* (Oxford UP., 1984), chaps. 2, 3.

* Piers Norris Turner, "'Harm' and Mill's Harm Principle", *Ethics*, Vol. 124 (January 2014), pp. 299-326.

Week 4:

Offensive Speech

How to evaluate offense?; engage with Feinberg's examples;
Nuisance v. profound offense;
Harm and v. profound offense;
Should racist be allowed to hurt their target group?;
Critique of readings.

Joel Feinberg, *Offence to Others* (Oxford University Press, 1985), Chaps. 7, 9.

R. Cohen-Almagor, *The Scope of Tolerance* (London and NY: Routledge, 2006), chap. 4.

Presenter: Show pertinent video clip.

Week 5:

Racism

The Nazi attempted march in Skokie;
Political offence;
Ban racist speech?;
Nazi memorabilia on the Internet: The *Yahoo* case in France and the USA;
CSR and business ethics;
Why and how to fight hate on the Net;
Critique of readings.

***Frank Colin v. Albert Smith* 578 F. 2d 1197 (1978).**

***LICRA AND UEJF v. YAHOO! Inc. and YAHOO FRANCE (ORDER OF NOVEMBER 20, 2000 by the Superior Court of Paris)*, at <http://www.lapres.net/yahen11.html>**

Presenter: Show pertinent video clip.

Movie: Skokie

Further reading:

* *Skokie v. NSPA*. 373 N.E. 2d, 21 (1978).

* *Frank Colin v. Albert Smith* 447 F. Supp. 676 (1978).

* A.E. Galeotti, *Toleration as Recognition* (Cambridge: Cambridge University Press, 2005), Chapter 5, pp. 137-168.

* Ivan Hare and James Weinstein (eds.), *Extreme Speech and Democracy* (Oxford: Oxford University Press, 2009).

ISBN: 9780199548781

ISBN: 0199548781 hardback, 500 pages

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<u>BJL 2nd Floor</u>	<u>K 3254 E9</u>	

* R. Cohen-Almagor, *Speech, Media, and Ethics: The Limits of Free Expression* (New York and Houndmills: Palgrave, 2005), chap. 1.

* R. Cohen-Almagor, "Freedom of Expression, Internet Responsibility and Business Ethics: The Yahoo! Saga and Its Aftermath", *Journal of Business Ethics*, Vol. 106, issue 3 (2012), pp. 353–365, DOI: 10.1007/s10551-011-1001-z, <http://www.springerlink.com/content/gk777707jp2485r5/fulltext.pdf>

* David Kretzmer, "Freedom of Speech and Racism", *Cardozo Law Review* (1987), pp. 445-513.

* John Solomos, *Race and Racism in Britain* (Basingstoke: Macmillan, 2003), chaps. 4, 7, 10.

* Joel R. Reidenberg, "Yahoo and Democracy on the Internet", *Jurimetrics*, Vol. 42, No. 3 (Spring 2002), pp. 261-280.

Week 6:

Hate Speech

What are the arguments for protecting hate speech?;

What are the arguments against protecting hate speech?;

Addressing racism and bigotry on and off line;

Critique of readings.

Steven J. Heyman, *Free Speech and Human Dignity* (New Haven: Yale University Press, 2008), pp. 164-183.

C. Edwin Baker, "Autonomy and Hate Speech", in Ivan Hare and James Weinstein (eds.), *Extreme Speech and Democracy* (Oxford: Oxford University Press, 2009), pp. 139-157.

Presenter: Show pertinent video clip.

Video: Websites of hate.

Ernst Zundel.

Further reading:

* *Regina v. Simon Guy Sheppard and Stephen Whittle* [2010] EWCA Crim 65.

* Jeremy Waldron, *The Harm in Hate Speech* (Cambridge, Mass.: Harvard University Press, 2012), pp. 105-143.

* Wayne Sumner, "Should Hate Speech Be Free Speech? John Stuart Mill and the Limits of Tolerance", in R. Cohen-Almagor (ed.), *Liberal Democracy and the Limits of Tolerance* (Ann Arbor: University of Michigan Press, 2000).

* R. Cohen-Almagor, "Fighting Hate and Bigotry on the Internet", *Policy and Internet*, Vol. 3: Iss. 3, Article 6 (2011), <http://www.psocommons.org/policyandinternet/vol3/iss3/art6>.

* R. Cohen-Almagor, "Is Law Appropriate to Regulate Hateful and Racist Speech: The Israeli Experience", *The Israel Studies Review*, Vol. 27 (2) (December 2012), pp. 41–64.

* Barry Steinhardt, "Hate Speech", in Yaman Akdeniz, Clive Walker and David Wall (eds.), *The Internet, Law and Society* (Harlow, Essex: Pearson Education Ltd., 2000), pp. 249-271.

* David Bercuson and Douglas Wertheimer, *A Trust Betrayed: The Keegstra Affair* (Toronto: Doubleday, 1985), pp. 168-186.

* Jeremy Waldron, "Dignity and Defamation: The Visibility of Hate," *Harvard Law Review*, Vol. 123 (2010), pp. 1596-1657.

Week 7:

Incitement

The Nuremberg files;

What is illegitimate speech?; How to differentiate between legitimate and illegitimate speech?;

The Paladin case;

Should we ban dangerous books?;

Critique of readings.

***Planned Parenthood of the Columbia/Willamette Inc. et al v. American Coalition of Life Activists*, U.S Court of Appeals for the Nine Circuit (May 21, 2002).**

***Rice v. Paladin Enterprises Inc.*, No. 96-2412, 128 F.3d 233 (November 10, 1997).**

Presenter: Show pertinent video clip.

Video: "Deliberate Intent," Paladin Press.

Further reading:

* *Planned Parenthood of the Columbia/Willamette Inc. et al v. American Coalition of Life Activists*, No. 95-1671-JO, 41 F.Supp.2d 1130 (March 16, 1999).

* *Planned Parenthood of the Columbia/Willamette Inc. et al v. American Coalition of Life Activists*, U.S Court of Appeals for the Nine Circuit (March 28, 2001).

* *Michael F. Braun v. Soldier of Fortune Magazine*, United States Court of Appeals for the Eleventh Circuit, 968 F.2d 1110 (August 13, 1992).

Week 8:

True Threats

What are true threats?;

Was the court right in its judgment?;

Connection between hate speech and hate crime;

Critique of readings.

***USA v. Alkhabaz* 104 F.3d 1492 (6th Cir. 1997).**

The Secretary, United States Department of Housing and Urban Development, on behalf of Bonnie Jouhari and Pilar Horton v. Ryan Wilson and ALPHA HQ, before Alan W. Heifetz, Chief Administrative Law Judge (decided July 19, 2000), available at <http://www.hud.gov/utilities/intercept.cfm?offices/oalj/cases/fha/pdf/wilson.pdf>

Presenter: Show pertinent video clip.

Further reading:

* *USA v. Harold Turner*, US Court of Appeals for the Second Circuit, No. 11-196-cr (June 21, 2013).

* *USA v. Baker and Gonda* 890 F. Supp. 1375, US District Court, E.D. Michigan (June 21, 1995).

* *United States v. Machado* 195 F.3d 454 (9th Cir. 1999).

* Jennifer E. Rothman, "Freedom of Speech and True Threats", *Harvard J. of Law & Public Policy*, Vol. 25, Issue 1 (Fall 2001), pp. 283-367.

* Kenneth L. Karst, "Threats and Meanings: How the Facts Govern First Amendment Doctrine," *Stanford L. Rev.*, Vol. 58 (2006): 1337.

Week 9:

Violence in Music and the Media

Violence in communication and its influence on children;
 How significant is the challenge of cyberbullying?;
 Should we employ censorship on songs and on television?;
 Conventional and new media – comparative analysis;
 Critique of readings.

Canadian Broadcast Standards Council, Prairie Regional Council, *Decision Concerning 'CJKR-FM re the song "Kill All the White Man" by NOFX (CBSC Decision 04/05-0612, June 2, 2005).*

Douglas A. Gentile (ed.), *Media Violence and Children: a complete guide for parents and professionals* (Westport, CT: Praeger, 2003), Chap. 8, pp. 153-170.

Presenter: Show pertinent video clip.

Video: Violence on Television

Further reading:

* Sonia Livingstone and Leslie Haddon (eds.), *Kids Online: Opportunities and Risks for Children* (Bristol: Policy Press, 2009), pp. 151-180.

LOCATION	SHELVED AT	LOAN TYPE	STATUS
KDL Main	<u>303.4833083 LIV</u>	NORMAL LOAN	AVAILABLE
<u>BJL 3rd Floor</u>	<u>HQ 784 I58 K4</u>		

* Douglas A. Gentile (ed.), *Media Violence and Children: a complete guide for parents and professionals* (Westport, CT: Praeger, 2003), chaps. 4, 6, 7.

Week 10:

Pornography

Erotica, Soft and hard-core pornography;

Liberal, feminist and conservative views;

What are the limits on pornography, if at all?;

Should some forms of pornography be excluded from the Free Speech Principle?;

Critique of readings.

Andrew Altman, "The Right to Get Turned On: Pornography, Autonomy, Equality", in Andrew I. Cohen and Christopher Heath Wellman (eds.), *Applied Ethics* (Oxford: Blackwell, 2005), pp. 223-235.

Susan J. Brison, "'The Price We Pay'? Pornography and Harm", in Andrew I. Cohen and Christopher Heath Wellman (eds.), *Applied Ethics* (Oxford: Blackwell, 2005), pp. 236-250.

Robert George, "Pornography, Public Morality, and Constitutional Rights", *The Public Discourse* (17 October 2011), <http://www.thepublicdiscourse.com/2011/10/3958/>

Presenter: Show pertinent video clip.

Video: Not a Love Story

Further reading:

* *Ashcroft v. Free Speech Coalition* 535 U.S. (2002).

* Danny Frederick, "Pornography and Freedom", *Kritike*, Vol. 5, No. 2 (December 2011), pp. 84-95.

* Raphael Cohen-Almagor, "Online Child Sex Offenders – Challenges and Counter-measures", *The Howard Journal of Criminal Justice*, Vol. 52, No. 2 (May 2013), pp. 190-215.

* Jo Bryce, "Online Sexual Exploitation of Children and Young People", in Yvonne Jewkes and Majid Yar (eds.), *Handbook of Internet Crime* (Portland, OR: Willan, 2010), pp. 320-342.

* Steven J. Heyman, *Free Speech and Human Dignity* (New Haven: Yale University Press, 2008), pp. 184-205.

* Stephen Maddison, "Online Obscenity and Myths of Freedom: Dangerous Images, Child Porn and Neoliberalism", in Feona Attwood (ed.), *Porn.com* (NY: Peter Lang, 2010), pp. 17-33.

* Adam Stapelton, "Child Pornography: Classifications and Conceptualization", in Feona Attwood (ed.), *Porn.com* (NY: Peter Lang, 2010), pp. 34-53.

* T.M. Scanlon, "Freedom of Expression and Categories of Expression", *University of Pittsburgh Law Review*, Vol. 40, No. 4 (Summer 1979), pp. 519-550 (read only the part dealing with pornography).

* *Roth v. U.S.* 354 U.S. 476 (1957).

* Ronald Dworkin, "Do We Have A Right to Pornography?", in *A Matter of Principle* (Oxford: Clarendon Press, 1986), pp. 335-372.

Week 11:

Looking ahead: Media Regulation?

The authority of the Press Council;
Should the Council be equipped with more powers?
Who should control the media;
The role of schools of communication;
Do we need codes of ethics?

Kenney Rick, and Kerem Ozkan, "The Ethics Examiner and Media Councils: Improving Ombudsmanship and News Councils for True Citizen Journalism", *Journal of Mass Media Ethics*, Vol. 26, No. 1 (2011): 38-55.

The Leveson Report 2012: Executive Summary,
<http://www.theguardian.com/media/interactive/2012/nov/29/leveson-report-executive-summary>

Further reading:

Sir Louis Bloom-Cooper and Lisa R. Pruitt, "Privacy Jurisprudence of the Press Complaints Commission", in Eric Barendt (ed.), *Freedom of the Press* (Aldershot: Ashgate, 2009), pp. 167-194.

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<u>BJL 2nd Floor</u>	<u>K 3255 F8</u>		

R. Cohen-Almagor, "The Work of the Press Councils in Great Britain, Canada, and Israel: Comparative Appraisal", in *Speech, Media, and Ethics: The Limits of Free Expression* (London: Macmillan, 2005), chap. 7.

John A., Ritter and Matthew Leibowitz, "Press Councils: The Answer to Our First Amendment Dilemma", in Eric Barendt (ed.), *Freedom of the Press* (Aldershot: Ashgate, 2009), pp. 141-166.

Lord Hunt, "Towards a new system of self-regulation",
http://www.pcc.org.uk/assets/0/Draft_proposal.pdf

Lucy Kueng, Robert G. Picard and Ruth Towse (eds.), *The Internet and the Mass Media* (Thousand Oaks: Sage, 2008), Chapter 6 (pp. 102-124) and Conclusions (pp. 170-177).

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Roy L. Moore, *Media, Law and Ethics* (NY: Lawrence Erlbaum, 2008).

R. Cohen-Almagor, "After Leveson: Recommendations for Instituting the Public and Press Council", *The International Journal of Press/Politics*, Vol. 19, No. 2 (April 2014).

Chris Frost, *Journalism Ethics and Regulation* (Harlow, Essex: Pearson, 2011), pp. 205-220, 273-292.

Sir David Calcutt QC, "Review of Press Self-Regulation," London HMSO - Department of National Heritage (January 1993), pp. XI-XIV, 1-63, 75-77.